

# **Focus on Teaching:**

**What helps teachers teach  
and  
children learn?**



September 20, 2001

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## Concept and Structure

On September 20, 2001, seventeen excellent educators from Michigan public schools gathered at the Michigan Virtual University collaboratory to explore the question, *What helps teachers teach and children learn?* The collaboratory is a specially designed room equipped with laptop computers. Participants involved in this facilitated session keyed in responses to questions and commented directly into the system regarding other participants' answers.

- ❖ The session was facilitated by **Becki Kraus** and **Marci Rosenberger** of Transitions Consulting Group, Gordon & Co. P.C., Troy, MI.
- ❖ A reporting-out forum with the State Board of Education, Superintendent of Public Instruction, various education association representatives, and several deans of colleges of education was held at the close of the session.
- ❖ The following pages document the work of the educators.

The Department of Education is grateful to the **Michigan Virtual University** and the **Michigan Education Association** for their support.

For more information on *Focus on Teaching: What helps teachers teach and children learn?*, contact Jean Shane at the Michigan Department of Education, 517.241.0494, [shanej@state.mi.us](mailto:shanej@state.mi.us).

# Outstanding Teacher Characteristics

## What are the characteristics of an outstanding teacher?

- The difficult question is how do we begin to develop these characteristics in teachers? I believe that we must be able to train teachers to become outstanding teachers.
- I think that in our initial training--the reality that becoming an outstanding teacher is a PROCESS--that after their five years...embracing professional development is critical for the success of our students. And that takes work.

### 1. Caring

### 2. Unending energy

### 3. Dedicated

### 4. Enthusiastic

- Even on the worst personal day.
- Children react to your positive energy level!
- Yes! The children read you like a book.
- Enthusiasm drives students to love texts they never thought they would love.

### 5. Knowledgeable about content and pedagogy

- Also, we must be rewarded and encouraged to become knowledgeable about content and pedagogy. :)
- We need to be able to receive more instruction. I enjoy taking classes but the grad credit is a little expensive.

### 6. Knowledgeable of current trends in education and educational theories

### 7. Big heart and ears

### 8. Shares best practice with colleagues

### 9. Knows the purpose of public education

- Kathleen Straus said this morning about public education being the FOUNDATION of our democracy, and when we teach and learn with our students--in this public setting of school--we are an essential piece of our country's democracy. That kind of concept makes me so proud to be a teacher.

**10. Commitment to student and self growth**

- Great teachers are aware of the learning styles of each student and, in planning, accommodate each of these styles. There is an awareness that students are visual, auditory, or tactile learners and that lesson design must address all of these styles of learning.
- There is a relationship between how much teachers seek new knowledge about subject matter/teaching skills and the achievement gains of students.

**11. Is an active learner**

- We find time to read, even books we aren't teaching. We find time to take classes, make presentations, attend others' presentations, etc. We love being students, even playing with this laptop and technology.
- In our personal lives, we develop interests that enrich us as people. We expand our horizons through the people we associate with, the traveling we do, or the way in which we keep an open mind to ideas and new developments.

**12. Love of learning**

- Love of children.
- Letting children know how exciting it is to learn!

**13. Amiable to change and instituting new ideas**

- And is often an agent of change
- This also means a lot of risk-taking--instituting new ideas is often a solo endeavor.

**14. An outstanding teacher is a life long learner and a model for young people**

- The teacher continues to learn, and discusses their new learning with their students in appropriate ways. New books read, new classes they are taking, new tools used, new recipes tried, etc. If we expect students to continue to learn we must model it.

**15. Connects well with children**

- The teacher will find out what motivates that child, what interests that child, to help make your content more meaningful to him/her.
- Teachers connect well with youthful ideas. They are not put off by fads and goofy expressions of a teen's idea of "self." Green hair, safety pins on a skirt will not deter this teacher from teaching or loving every aspect of her students. Who knows, maybe one of us will dye her hair purple.

**16. Investing in your students' lives**

- Sees the needs of the 'whole' child--emotional, physical, and spiritual.

**17. Sensitive to stress level - flexibility**

- An outstanding teacher should be in good health and have the ability to withstand the physical and emotional rigors of teaching. Also, an outstanding teacher should possess the emotional and mental capacity to deal with children on a daily basis.
- Ability to handle the level of stress that you take home and bring from home.
- Teachers need to know how to nurture their emotional self to become effective and how their personal health affects their mental well being.

**18. Understanding of personal needs of each student**

- Embraces the intellectual and ethnic diversity of each student in his/her class.
- A willingness to listen and work with each student and their individual needs.

**19. I believe every child can love to learn**

- An educator must honor each child; recognizing that each is a learner, however different their learning styles may be, or at what stage of learning they as an individual may be at.

**20. Innovative!**

- Outstanding teachers use their creativity to connect content with what matters most to students and what gets them excited about learning.
- An ability to move away from the traditional - moving outside of your comfort level!

**21. Authentic connections with students and community**

- Motivates parents to participate.

**22. Time management and organizational skills**

- Students observe and consciously or unconsciously are influenced by the organizational skills of their teacher. Actively teaching and modeling organizational skills is a responsibility of all school staff.

**23. Versatility - Ability to service the whole child**

**24. Practice differentiation to meet the needs of all learners and learning styles**

**25. Able to reach out and build relationships with parents**

**26. Life long connections with students**

- One of the best things about teaching are the life long relationships we make with students. I love having students come back to the classroom to visit who are in high school and beyond. It is so rewarding that they consider me an important person in their lives.

**27. Makes every moment count in the classroom**

**28. Involved in the professional community**

- The teacher takes the time to research educational topics and shares in a professional group, whether a small collaborative group or an organized professional organization.
- The teacher agrees to be an active part of state-level groups, sharing in projects that affect all students and teachers in Michigan, as well as across the nation.

**29. Quick decision-making ability**

- A teacher is faced with making many (I have read the number is close to 1,000!!!) decisions throughout a typical school day. An outstanding teacher has the ability to quickly and fairly process a situation and arrive at a decision that will benefit all involved. This process is done so often and quickly that in some circumstances, a teacher only has time to react. It is critical that a reaction is based on knowledge and gravity of the situation and the people involved, and not solely on emotion.

**30. Unlimited source of empathy and forgiveness: ability to separate the child from his/her negative behavior**

- I firmly believe this. Although many students commit the same infractions, some do learn from their mistakes. Some it takes more time with. Every student needs the same opportunity to learn each day.
- Accept and understand the child given the teachings or lack of by the parent.
- It is important to realize that many reactions of students are not necessarily personal attacks on teachers, but a way to vent.

**31. A belief that all children can learn and reach their potential.**

- Once a teacher stops believing that a child is capable of learning that child is doomed. We must have high expectations for all children and believe that they will be successful. It is our job as educators to find the means and methods to unlock the doors to success for all.

- An outstanding teacher has high standards and expectations, but measures students on their growth towards those expectations and does not merely penalize them for not meeting those standards and expectations.

**32. Create a safe atmosphere and a community where students feel loved**

**33. Builds a community of learners - develops individual student confidence**

## What makes you a great teacher?

1. **Richard Mui** - I help my students develop the conceptual frameworks and intellectual capital that will allow the students to "grow" their own knowledge, be active citizens and live the good life.
2. **Jeff Robinson** - What make me a great teacher is my unconditional love for children and the ability to contribute to the future through my students. My ability to contribute to the future comes from my firm understanding of the past and present.
3. **Sue Szczepanski** - What makes Sue Szczepanski a great teacher? It is the company I keep, the "clubs" I choose to belong to. I try to surround myself with those that have the same enthusiasm for learning as I do. As we know attitude is contagious to both colleagues and students.
4. **Chris Morgan** - I treat every child as if he/she was the valedictorian. I insist on learning and demonstrate a passion in the pursuit. I don't allow statements like "shut up" in my classroom. I make them laugh.
5. **Maggie Tiller** - I often forget what all I really am good at! I truly have an attitude that I'm still a beginner, because everything is always changing, and I am always learning. What really turns me on is witnessing that moment of discovery, when the light goes on in a child's eyes. What stretches me is what I often have to do to see that light go on in some students' eyes. The reward is seeing it happen.
6. **Brenda Crane** - I think I have a strong work ethic. I love to learn and improve myself and teaching. My administrators and peers have given me many opportunities to lead and improve. Every child is important to me.
7. **Kendra Hearn** - I love what I do and take it seriously. I have and continue to prepare myself for my work seriously, taking advantage of every opportunity to improve. I treat my work as an art and a science. The artistic part consists of my creativity, energy, willingness to take risks, empathetic and caring stance - all in the best interest of my students. The scientific part is what I've come to know



about teaching and learning, including the best practices and methodologies that help me and my students attain our cognitive and affective goals.

8. **Jon Stasiuk** - I think what makes me one of many great teachers is possessing many of those qualities we just discussed. I think I am a dedicated life long learner and as innovative/dedicated as I can be.
9. **Julie Helber** - I have high expectations for myself and for my students. I create a safe and caring environment in my classroom. I research and study theories in education and apply these theories to my teaching. I share ideas with my colleagues and steal as many as I can. I am involved in the professional community and commit myself to sharing my class with pre-service teachers. I am a lifelong learner.
10. **Mischa Bashir** - I truly believe that my absolute desire to be of service to God enables me to greatly influence the lives of my students, thus the world.
11. **Mike Stinnett** - I have no idea! Nontraditional, 32 years of having the kids call me Mike. Strong dislike of chalkboards, overheads and small screen TV. Love of technology! Willingness to listen and support. Love of working with "my" kids!
12. **Judith DeWoskin** - I am a wonderful combination of structure and creativity. I can make *The Scarlet Letter* the most relevant text of a 17 year old, and I can think of the most unusual and effective writing prompts for creative writing at the drop of a pin, and I can exist on almost no sleep so that I get papers back in record time, with encouraging, helpful and congratulatory comments. I love what I do and the people, young and old, with whom I work.
13. **Tim Hammar** - I let my students know that I care about each of them and believe in them. I believe that they are the best students and expect them to achieve great things throughout their lives in third grade and beyond.
14. **Tim Fulcher** - Being enthusiastic for teaching math, working with my students, and life in general. I try to involve myself with my students in their schoolwork, activities, and personal lives. Treating my students as individuals with individual needs allows for a level of comfort to take place, which ensures that each student will be able to concentrate, learn, and dare I say, have fun!
15. **Margaret Holtshlag** - I love teaching and learning, and have sustained this passion throughout most of my years of teaching. It's the whole wide world that I want to bring to my students, getting them connected to their own community and to the greater community of the world. It's the future that we're doing in the classroom, every day adding to the tools these kids need for their future.

16. **Kathie Grzesiak** - If there's a new way to help students learn a concept, I'll try it! If a grant has to be written to fund it, I'll write one. I want engagement in my classroom so that all are involved, including the teacher, in the learning process. Every one of my students each year are "THE BEST" in the universe, and I try to work with them to make sure they know that throughout the year. My parents instilled an "anything is possible" attitude in me, and I truly believe it!
17. **Jim Linsell** - I take satisfaction in finding ways to help students learn skills, demonstrate what they know, and make their thinking visible. I get my energy for trying new things from the human interactions in my work. I love my subject matter and read it for fun. I've gotten better at prioritizing how I spend my time preparing and teaching to maximize focus on student achievement. I'm so surrounded by capable colleagues.

## Rewards Relative to Teaching

### *What is most rewarding about teaching?*

1. The rewards of teaching are mostly intrinsic. It's that good feeling you get from giving service.
2. Seeing students "get it."
3. Explaining something in a different way and seeing the lightbulb come on in their eyes.
4. Working and learning with other teachers--it stretches me to be better than I am.
5. Seeing the "light" come on for a student; hearing "Now I've got it!"; experiencing growth by students; and hoping that you had just the tiniest bit to do with it!
6. Being a part of the students' personal and academic growth.
7. Sharing that moment when a student glows with satisfaction and confidence over a comment he made or a piece of writing she wrote.
8. It is the realization that I improve the life of a child ---- "for life."
9. Creating community with children.
10. Watching learning take place and knowing I had something to do with it.

11. **Being a part of something greater than yourself by shaping humanity.**
12. **Knowing I had a positive impact on a young person's future!**
13. **Having a previous student return and letting you know they made it and that you did a good job.**
14. **The most rewarding aspect of teaching is when we can make a difference in the life of a child. Helping them to turn corners, climb mountains and feel sure of themselves is part of making that difference.**
15. **Knowing that you really are making a difference in the world everyday through the success of your students.**
16. **When the quiet child wants to speak because the learning environment has invited him.**
17. **Orchestrating an environment, asking the right questions, knowing when to combine intuition on the fly with planned activities...to reach as many students as possible, especially the hardest to reach kids.**
18. **Unconditional love from students.**
19. **Teaming with parents.**
20. **Being able to reach the at-risk students, the ones that need us the most but can sometimes be our most challenging.**

### ***What is least rewarding about teaching?***

1. **Many people in society placing a lack of importance on education and morals.**
  - This reflects in lack of support for the everyday in the classroom.
2. **Lack of support from the front office!**
  - Most importantly the principal!!!
  - Attitude reflects leadership.
3. **Envious colleagues (Player Haters!)**
  - This is cool because of your language but sad because it is true that some colleagues do exhibit jealousy toward success and passion.

- The isolation, and the colleagues who make fun of your enthusiasm.
  - It's hard to not have a "team concept" in your grade level for teacher planning.
- 4. Incomplete or inaccurate link with the public.**
- 5. Witnessing unprofessional behavior from co-workers.**
- The negative.
  - Interesting--I think this happens in so many professions, maybe all, but in teaching we are so much in the public eye, we are ON, and then the unprofessional behavior reflects on all of us.
  - Absolutely...that is more difficult to accept than poor behavior from children
  - And being pressured by colleagues to behave in ways or make decisions that are often not good for yourself as a professional, the profession as a whole, or for students.
- 6. Amount of time, energy, and resources to do the job RIGHT is very demanding.**
- Not enough hours in a day.
  - It's exhaustive. Teaching consumes 25 hours in a day and 13 months in a year. If nothing else, your mind is continually churning with the next new idea to make learning fun and effective. Much of what teachers do to improve themselves and to make learning experiences the best for students is done on our own time with our own money.
  - What do you cut when you have already cut sleep and family time?
  - Taking attendance fifty times a day.
  - Lack of planning time to work with colleagues ... this is too hard a job to do alone!
- 7. Teachers often not treated or regarded as a professional and/or given the appropriate tools and resources to perform professionally.**
- I abhor the statement commonly thrown around in the business world: "Those who can, do. Those who can't, teach."
  - It is so frustrating to only have access to the copy machine during "office hours." Teachers are in the classroom during office hours, and can't prepare materials during that time. Usually the precious lunchtime is spent by the copy machine.

- I have to call the principal to work in the classroom after hours/weekends. This encourages me to not want to do this.
8. **The least rewarding aspect--is being the recipient of comments like "part-timer".... or "I would love my summer off."**
  9. **Lack of comprehension on the part of others who don't understand that our weeknights aren't free because they really believe that our jobs end at 3:00 p.m.**
  10. **The lack of respect from society, and other professions for the job we do and the contributions we make.**
  11. **With all the paperwork and documentation involved today, I must sometimes choose between spending time fine-tuning something for my students or completing the documentation required by someone. Can't split "time" yet.**
    - Increased paperwork for new programs that take time away from teaching.
  12. **Lack of systems thinking when it comes time to problem solving by administration.**
    - As teachers, we are so infrequently included in decision-making processes at local, state, and national levels. Yet, we are the ones who are most often the implementers of those decisions (good or bad).
  13. **Public bashing of public education. I feel that a lot of good things are happening, we seem to hear a lot about the negative.**
    - Our society has had an increase in crime, alcoholism, divorces, etc.--these negative aspects of our society are affecting the students in schools--not due to education but due to society. While there are aspects of education that need fixing and/or tweaking, let's make sure the big picture is looked at!
  14. **Being provided mandatory curriculum materials that I've had no part in choosing, and that are so "teacher-proofed" that they are an insult to my abilities and judgement as a professional educator.**
    - What about not being provided with what you need.
    - Selection of textbooks that do not meet students' educational needs.
  15. **Lack of broader public understanding and support of public schools. Blaming schools for society's ills, rather than seeing schools as part of solution.**
    - Treating the public system as if it were some sort of a welfare system.

16. **Patrick Dolan - "...a cursory glance would tell us that that adult's environment is those children's environment. They are one and the same, and if one is alienated and controlled, so will the other be."**
17. **Listening to criticism regarding curriculum materials from teachers who refuse to get on the committees to help develop curriculum and choose materials.**
  - Don't assume that those teachers were given an opportunity to participate on the committee or someone representing that subject area!
  - If teachers are given the opportunity to serve on curriculum committees, and choose not to participate, that's one thing. But if I have a genuine interest in a particular part of curriculum (lang. arts in this case), and offer to invest time in that curriculum development and selection of materials, but a principal chooses to hand-pick one teacher from each grade level for this curriculum committee and chooses teachers who haven't participated in professional development in this area, who haven't supported or been members of local teachers' reading counsels, and doesn't invite input from other staff, then I have a reason to complain.
18. **We often work solo--we don't have the opportunity often enough to assist our colleagues.**
  - Or get assistance.
19. **Our curriculum cup is overflowing. We keep adding to the cup but fail to evaluate and take out what is outdated or no longer effective. Less is best!!**

# Rewards Relative to Teaching - Vote

## Voting Results

Multiple Selection (maximum choices = 6) (Allow bypass)

Number of ballot items: 19

Total number of voters (N): 18

<b>Total Votes</b>	<b><u>Ballot Item</u></b>
10	1. Amount of time, energy, and resources to do the job RIGHT is very demanding.
9	2. Teachers often not treated or regarded as a professional and/or given the appropriate tools and resource to perform professionally.
9	3. Lack of broader public understanding and support of public schools. Blaming schools for society's ills, rather than seeing schools as part of solution.
9	4. Our curriculum cup is overflowing. We keep adding to the cup but fail to evaluate and take out what is outdated or no longer effective. Less is best!!
8	5. We often work solo--we don't have the opportunity often enough to assist our colleagues.
7	6. The lack of respect from society, and other professions for the job we do and the contributions we make.
6	7. Many people in society placing a lack of importance on education and morals.
6	8. Lack of support from the front office!
6	9. Envious colleagues (Player Haters!)
6	10. With all the paperwork and documentation involved today, I must sometimes choose between spending time fine-tuning something for my students or completing the documentation required by someone. Can't split "time" yet.
6	11. Lack of systems thinking when it comes time to problem solving by administration
6	12. Public bashing of public education. I feel that a lot of good things are happening, we seem to hear a lot about the negative
4	13. Witnessing unprofessional behavior from co-workers.
3	14. Lack of comprehension on the part of others who don't understand that our weeknights aren't free because they really believe that our jobs end at 3:00.
2	15. Being provided mandatory curriculum materials that I've had no part in choosing, and that are so "teacher-proofed" that they are an insult to my abilities and judgement as a professional educator.
2	16. Patrick Dolan - "...a cursory glance would tell us that that adult's environment is those children's environment. They are one and the same, and if one is alienated and controlled, so will the other be."
2	17. Listening to criticism regarding curriculum materials from teachers who refuse to get on the committees to help develop curriculum and choose materials.
1	18. Incomplete or inaccurate link with the public.
0	19. The least rewarding aspect--is being the recipient of comments like "part-timer".... or " I would love my summer off."

## Preparation - Opinion Meter

Were you adequately prepared for teaching?

### Group Results

Number of votes: 17

Yes%: 11.76    No%: 88.24

Yes - 2

No - 15

## Needed Preparation

*What kind of preparation would you recommend?*

1. **Yearlong student teaching placement and stricter requirements for pre-student teaching experience**
  - Student teaching supervising teachers should be paid, trained, and supervised to produce the best outcome for the new teacher.
  - Careful placement of student teachers is a determining factor in how well we train and prepare these teachers for the classroom.
  - There needs to be a longer student teaching experience, however it should be on an internship basis which affords input, mentorship from contact teacher, and financial support.
  - I agree that there should be a longer contact for pre-service teachers with students in a classroom environment, however, to attract more OUTSTANDING candidates to our field, we cannot continue to insist that they abandon means of income to prepare themselves. The student-teaching experience isn't the only way for potential teachers to gain the practical experience they desperately need. Other ideas may include classroom oriented community service/externship (tutoring, teacher aiding, etc.) in the early stages of a prep program for just a few hours a week (possibly in conjunction with a course), an action-research project for certification (like the master's thesis) that is carried out in a classroom - this could even possibly replace/enhance the teacher certification test, job shadowing of a teacher for a few weeks (like the observation semester, but with more of a focus on the teacher and his/her job activities) --- I could go on and on.
2. **A better understanding of the needs of the students, both within the classroom and outside!**



3. **Teacher preparation programs should be more practical and less theoretical. The first contact with students in a classroom environment should not be the final semester of your program. Practicing classroom teachers should be added to teacher prep. programs at universities. Likewise, people should not be forced to take a vow of poverty and destitution for their practicum experience (this vow often takes away from the pre-service teacher's basic needs of survival, an essential part of the stages of development). There have to be more creative ways for pre-service development.**
  - Teacher education staff and universities should include practicing educators.
  - Yes! I agree.
  - I want to clarify my own comment by saying that the theoretical is necessary and shouldn't be abandoned, for it is the foundation of the practical decisions that teachers make thousands of times per day. However, much like everything else in life, there should be a suitable balance.
  - I like this idea because it looks carefully at some of the practical/financial limitations of dreaming about what might be best, but might not be possible without a lot of support.
4. **I would have benefited from more on the job training. More of the actual "real deal" less of the textbook/theoretical training.**
  - I cannot reiterate enough that the faculty of university teacher preparation programs should include practicing MASTER teachers or, at least, MASTER teachers who are no more than 5 years out of actual classroom teaching experience.
5. **Some have been addressed since I started teaching - earlier experiences in teaching before student teaching, mentorships, not just being handed the books and keys before the first day. I don't think that this occurs any more. More preparation on how to deal with discipline.**
  - I agree. Having a good mentor is worth years in education school. Many of the responsibilities of a teacher are learned on the job and a mentor would go a long way to help iron out these difficulties.
6. **A solid foundation in the history of education in the U.S. and educational philosophy would have been helpful. I think of Ravitch's "Left Back" and the perspective her book provided on current educational trends.**
7. **Conversation in undergrad school training about how important it is, skills of developing relationships with students, parents, colleagues, principal.**

- So much of this is left for the schools to do with student teachers, rather than addressed at the university.
8. **Teachers and student teachers should have control over making a constructive, workable match.**
    - Student teachers need to be aware that some teachers want a student teacher to "take a break." Students could be encouraged to meet with their supervising teacher well before the student teaching experience starts to discover these potential problems.
  9. **I was well prepared in my subject area (math) but needed much greater exposure (classes, seminars, classrooms/teachers) to pedagogy/methods, classroom management techniques, etc. before and during student teaching experience.**
  10. **More information on teaching children in the inner city. Information on the many dimensions of children that have nothing to do with education directly but, are related to whether that child receives an education.**
    - I believe most if not all Michigan universities require a class in Multicultural Education. However, it is often completely theoretical and not very practical. Theory is essential, because it is the foundation of the practical decisions we make. There must, however, be a balance.
  11. **More actual time in a classroom on an on-going basis ... involvement in the daily activities the teacher participates in, including IEPs, organizing an elementary day, and classroom management.**
  12. **A need to learn how to manage and motivate students to create a nurturing environment; effective learning cannot happen unless you have that.**
  13. **Real life & teaching situation. I learned more from a friendly neighbor teacher that made me ready to teach than the University taught me. Today schools are assigning these mentor teachers to new educators.**
    - Thank goodness for the neighbor teacher. We can learn a lot from all of our fellow teachers.
    - I had a similar experience. There needs to be a way to build into the system of mentorship those friendly teachers.
  14. **An extended (year or longer) concrete collaboration between university classes/instructors/students and school districts/curriculum/teachers.**
  15. **If the university would have occurred "in-house" at a local school district, it would've been more realistic--Much like the guild system works. Students could set up more action research in the classroom. Every**

**University/College should have to adopt and work in-house in a local district.**

- Good point about adopting a local district--MSU is beginning to do that with Lansing School District, starting this year.

**16. We need to take down the walls between higher education and the public schools. By bringing teacher prep classes into the public schools we can give new opportunities to pre-service and veteran teachers alike. We need to create one system to improve the quality of all education, kindergarten through pre-service.**

- This is a great idea. Kentucky (I cannot remember the school district, "Blue Valley" or "Blue Mission" or something like that) has a relationship with Kentucky State who offers classes for new teachers right in the schools that lead to the full completion of their Master's degree.
- By creating room in schools for pre-service classes and inviting veteran teachers to teach pre-service or graduate level classes we can pool our resources and create a win-win situation.

**17. IHE's (institutes of higher education) programs might need to integrate current practices into their training program so that incoming teachers don't need to be trained on the job in the use of projects such as the Michigan Literacy Progress Profile at the elementary level. There needs to be a strong background in current research on brain development (early elem.) and learning styles as well as different intelligences.**

**18. Supervising the role of the Supervisory Teacher**

- Double-check the "qualifications" of those who volunteer to be supervising/ collaborative/coordinating teachers. In many school districts, the list of potential student teachers is handed out and teachers are asked if they want one for a semester.
- Some teachers are on the job teachers who do not really receive any supervisory directions. This is in part due to issues of staffing problems. There is a real need for structure to be implemented to the role of a supervising teacher to correct many of the mistakes a student teacher may be making at this phase and may carry over into her/his career.

**19. The Board of Ed. Task Force on Teacher Retention will be looking at the Milken Foundation's TAP: Teacher Advancement Program. We should all take a look at this proposal for sustained learning and professional development in our profession.**

- I'd like more info on this...we're talking about the need for more comprehensive and meaningful mentors, but the domino effect of this will be that mentors will need more sustained support.

- I had an experience teaching and mentoring in a situation that was much like the TAP model. It was an incredible experience. I felt valued. I learned lots and I believe that I contributed greatly to the growth and development of the new teachers I worked with.
20. **To maximize what student teachers learn from supervising teachers, state standards could be provided to teacher education institutions and school districts that specify responsibilities, coaching activities, and feedback mechanisms required. Supervising teachers should be interviewed and selected, paid for the additional work (providing leverage for quality of supervising teacher's performance), and provided feedback on how well they have guided their new teachers.**
  21. **It would be beneficial if teacher education students, mentors to teacher interns, all have frequent opportunities to see each other at work. There is nothing built into the school culture that allows for "in the classroom" observation or collaboration.**
  22. **Universities should have an instrument that measures teacher effectiveness as a result of the designed program of study. There should be accountability between what is offered in a teacher preparation program and whether those classes are yielding effective teachers.**

## The Impact of Pay - Opinion Meter

What impact did pay play in your decision to become a teacher?  
(1- little impact ; 10-great impact)

### Group Results

Number of votes: 17

Mean: 2.00      STD: 1.06

<u>Impact</u>		<u>Votes</u>
1	-	7
2	-	5
3	-	3
4	-	2
5	-	0
6	-	0
7	-	0
8	-	0
9	-	0
10	-	0

## Current Pay - Opinion Meter

What impact does pay play in your decision to continue teaching?  
1= Little Impact, 10=Great Impact

### Group Results

Number of votes: 17

Mean: 4.53      STD: 2.24

<u>Impact</u>		<u>Votes</u>
1	-	2
2	-	2
3	-	1
4	-	4
5	-	2
6	-	2
7	-	3
8	-	0
9	-	1
10	-	0

# Attracting People to Teaching

## *How can we attract people to the profession?*

- Teaching is a profession which is different from all others in that everyone went to school and learned under teachers. People know first-hand what goes on in the classrooms, whether good or bad. This is not the case with other professions.
1. **Cultivate a true profession by creating multi-tiered career pathways in education, giving people the tools and resources they need to conduct themselves professionally, and evaluating and paying for performance based on high standards and criteria of professionalism.**
    - Well stated, I couldn't agree more!
    - Excellent
    - Adequately funding such a program is a prerequisite to maintain cooperation and sharing among colleagues. In other words, all who are worthy of the recognized monies should be eligible. Teachers may have better buy-in to such a concept if teacher leaders contribute to establishing criteria.
  2. **A greater diversity in the subject matter taught in schools. Expand beyond the traditional: integration of the 21st century.**
    - If we did this, then we could attract "adjunct teachers" who have professional experience in an area. They could keep their regular jobs as businesspeople, scientists, athletes, etc., but come to the schools for 1-2 class periods to teach.
    - Most subjects that lack teachers are core curriculum classes. How would a greater diversity of subject matter help this?
    - However, if we did this, it would diminish the dialogue that exists in our country because we have a common curriculum (to a certain extent).
  3. **Pay for continuing education**
    - This would be a good incentive for teachers who may have already obtained lifetime certification and do not have to continue their education. Without this a level of mediocrity is created and children do not receive the best education.
    - I agree with the above comment. It is applicable to all.
    - Most businesses pay for part of, or all of their employees continuing ed. and they are not required to continue their educations as we are. Why is this such a "far out" idea?

4. **Create and run lots of media sponsored by respected private and public sources that portray teaching as a respected profession.**
  - The drive of the campaign might be to "Recruit personalities" (see the characteristics of an outstanding teacher idea that we brainstormed earlier). Launch a clever media blitz (like the Navy/Marines) that asks, Do you have energy and creativity? Do you want to touch the future? Do you want to impact children's lives?, etc. etc. -- BE A TEACHER. Then, don't give them a random 800 # with an automated message that results in rudimentary, yet glossy brochure being mailed to their home. Instead, have them call (or vice versa) a local university's teacher education division, a local education union, or a local school district's administrative office. Maybe these organizations could pool their \$\$\$ (like car dealers do) to air this campaign as trailers before movies in theaters, TV commercials, radio ads, etc.
  - Have teachers as the ones in the PR ads ... they could be the best PR available!
5. **More positive PR for the profession. Look at slogans that we remember from the military. "Be all that you can be in the army."**
  - "The toughest job, you'll ever love!"
  - Positive PR is essential to promoting the profession. It needs to be catchy. (Remember "Got Milk?" and what this simple question did for the dairy industry?) It should appeal to kids who have not yet formed their career goals and those who already have been prepared for field work in another career.
  - Touch a Life ... Teach!
6. **Show students how the teaching profession can be rewarding--attract them to it.**
  - Ditto, see #9!
  - Yes, see #8!
  - How about a commercial with the current teacher's former teacher that inspired him/her to teach, the current teacher, and the student who wants to be a teacher. Kind of like a generational thing with flashbacks to their experiences.
7. **A high school teacher inspired and encouraged me to teach high school. He was my first role model. We have to serve as role models for our students and make clear to them just how wonderful our jobs really are.**
  - Especially in rural and inner city schools, we need to attract students from our schools to come back and teach. It would be nice if we could develop some type of program to be used in high schools to promote interest in education as a profession.

- Yeah! Why don't we have more active chapters of Future Teachers of America? Maybe we should each start a chapter in our LEAs, possibly re-naming it so that it is quite attractive to kids who might consider joining our profession.
  - Using high school students in elementary classrooms as "cadet teachers" can provide inspiration to possible candidates.
- 8. Make teaching attractive as a career by providing appropriate "benefits" (pay/insurance/leave time). Just presenting the intrinsic rewards found in teaching will not attract the "fence-sitter" who is trying to decide.**
- Another benefit to offer undergraduates might be reduced tuition or loan reduction for successfully completing three years of teaching.
  - Yes, see comments under #11.
  - We could also have a broader college loan-forgiveness program in our great country.
  - We must make districts like Flint, Beecher, Detroit, attractive places to teach. These are the places with the shortages, and they must be upgraded. Discipline and an insistence on learning must be the focus of these districts. Parents, teachers, and administrators must not allow disruptive behavior to be tolerated.
  - Expand the system in an effort to develop a way to cancel or forgive the loans teachers take out to complete their education.
- 9. Uplift teaching as a profession, such as the Milken Foundation does, and get the message out that teaching really is an honorable profession such as Lee Iacocca suggests.**
- Oh, how I love the Milkens!
  - Me too!
  - They really care about education and educators!
  - They had begun new advertisements to promote teaching several years ago. Let's hope others will follow their lead.
- 10. We need to "build up" this profession, behave in a professional manner, and tell everyone we know how important this profession is in terms of our futures.**
- The reality of this is that we will all return to our districts tomorrow, with no allotted time to build up our profession.



- Expand the system in an effort to develop a way to cancel or forgive the loans teachers take out to complete their education.
- Say something POSITIVE about being a teacher to every non-educator you meet when given the opportunity. Have a "say something kind about teaching" campaign like "random acts of kindness" campaigns.

**11. Positive press for our profession and education is a necessity. People need to find out about the rewards of education.**

- How do we make the true rewards of education, which are all quite intrinsic, attractive to people who may be more inclined to extrinsic materialism?
- An excellent question, the teaching profession has to compete against all the other choices available to people. I don't think advertising alone will do the job.
- There is no description for the intrinsic awards received from teaching. We want to attract people who are not motivated by money, but by the need to make a difference in the lives of others.
- Do we want to attract those people who are more inclined to extrinsic materialism?

**12. Through systemic change: support the profession; provide suitable infrastructure; institute levels of advancement; begin looking for new ways to finance education so we aren't always depending so much on the local tax base.**

- Very insightful. I think real, enduring change comes through systematic changes. Many other solutions are reactions to present day images.
- We've got mandated professional development hours which are often ill-spent, because there is often no common goal, vision, or plan. I'm not in favor of more legislation necessarily, but some sort of direction AND support needs to be offered to districts to be sure that the professional development they offer and that teachers take in fulfillment of those hours is of ultimate benefit to students.
- My district (Midland) has a teacher mentor program. Each teacher new to the profession is paired with a teacher who has completed mentor training. (Whenever possible the mentor is a teacher in the same building and, preferably, teaching the same grade/subject.) As a mentor your job is to assist the new teacher through the first three years of their teaching. This sure would have been nice when I began teaching!!

**13. As a respected profession by all, have business offer perks for teachers only. For example, purchasing homes, automobiles, etc.**

- The superintendent charged us to be "wild." This idea is wild and terrific. He has connections with business and the community at large. I hope he can help make this one work!
  - Cancel loans (Stafford & Perkins) for teachers. Offer cancellation not only for those who teach in shortage areas and schools, but those also who excel in the profession based upon some agreed upon standards of professionalism.
  - How about tuition breaks for teachers doing post graduate work or even better offering college tuition breaks for the children of teachers?
  - College discounts for children of teachers and/or discounts for teachers with no children for continuing education.
  - Cancel loans for Nationally Board Certified Teachers and offer some of the incentives that states such as Ohio give (\$25,000) for NBC. Don't limit it to NBCT, necessarily, but again any agreed upon standards and accomplishments in teaching.
- 14. Introduce career paths at an early age. Advertise, if it's good for the "Milk and Meat" industries it should help us.**
- Yes, how about "Got a teacher?" Show common social problems that are solved daily and repetitively by teachers.
- 15. Involve interested high school students in mentoring or tutoring positions with younger children thus setting a stage for a possible career in education. What ever happened to Future Teachers?**
- We have a program in our district where the high school offers students for a two-hour block to help and work in our elementary classrooms. They are often students who are thinking about education as a career.
  - The Laingsburg Schools have a Learn and Serve grant. The high school students mentor K-3 students in reading.
- 16. Introduce-nurture-support high school students to consider teaching--then continue to support (by frequent communication, affiliation with professional organizations, relationship with school or teacher, throughout the college years of preparation).**
- Do this with job shadowing, bringing our HS kids into the process of what teachers do.
  - This could be that long-term kind of program to really do some in-depth work to help young people choose teaching.

**17. Pay teachers according to their level of involvement and activities.**

- Watch out! Some inequities in pay scale are due to union regulations and the inability of administrators to get rid of free loaders. All professions include those who do and those who do not. My fear about "level of involvement" has to do with who will determine what is more involvement. Will writing letters of recommendation be viewed with the same approval as joining a national committee? Both take time.
- This does not have to be a subjective matter either (to satisfy the unions). It is important for the entire community (people, businesses, school board, administration, teachers) to be involved in writing the structure of the pay/merit structure. This will help in attracting and retaining quality teachers.
- Merit pay should go to teachers as they rise to greater levels of contribution to their profession and their colleagues. If a teacher is released from some hours of teaching in order to assume responsibilities for staff professional development, which occurs on a regular basis, and is geared to school improvement goals and staff/student needs, then that teacher deserves to be recognized and rewarded. See the TAP design and find a way to get the teacher unions to work with us on this.
- It should be perceived that this would be done in an equitable manner. Let's up the ante.
- Finding a way to help teachers that are not effective is a problem that we face in our educational system. Sometimes our unions protect those who do not belong in the profession. We need to explore ways that we can prevent this from happening. Merit pay is not the answer but may be a way to balance pay according to involvement in extra curricula activities or in local, state, and national committees.
- We need to take a look at our system of tenure in education. Shouldn't we have to perform to keep our jobs as in other professions? Why do we need tenure? It only prevents the school district from being able to dismiss an under-performing teacher. I suggest that those who advocate tenure must be unwilling to work to keep their position.
- I agree! After a history of problems with a teacher, what can a district do?
- If we want to be regarded as professionals, then we need to enthusiastically subject ourselves to professional performance reviews that will benefit our practice and ultimately our students. That means non-performers will have to go.

18. **Because many of our proposals involve additional expenditures, we need to consider reform of Proposal A so that our greatest needs districts (also lowest funded) have additional funds to implement new teacher recruitment strategies.**
  - If we reform Proposal A, will it mean a tax increase? If so, this will again put education in a bad light. We need to find another way to fund schools.

## **Helping Principals Enable Teachers**

*If you could suggest one thing to policy makers that would help principals enable teachers to do their jobs, what would it be?*

1. **Ability to ask for funds from locals OTHER than bond issues.**
  - Will principals be asking the public for money?
2. **Discipline power.**
3. **Make it mandatory for principals to teach an actual class. Have them revisit the field experience, become reconnected.**
  - Amen!
  - I know a principal who is so accessible--it makes such a difference at the school, all year, not just the tough things.
  - Redefine the role of the principal. It might actually be two different people. There should be a separation between a School Manager and an Instructional Leader. These could actually be two different people.
4. **In principals' evaluations there should be a focus on instructional leadership, not just managerial skills. Possibly require that a certain portion of their already required Continuing Education/Professional Development hours be in best practices, methodologies, etc. as well as labor relations, law, etc.**
5. **To give resources (money) for all the programs that they (policy makers) mandate. - special ed., etc.**
6. **Mandatory teacher sensitivity courses and assign a financial adviser to the principal to oversee spending habits and ensure fiscal accountability.**
7. **Principals should be required to job share or spend x amount of hours per month or week actually teaching lessons in classrooms. Often they are too far removed from the actual classroom and have no idea what it is like to**

**walk in the shoes of a teacher. In turn, teachers should be required to spend time in the role of principal. Maybe a job sharing situation should be set up.**

- I love this concept--job share the joys of teaching--for the administrative tasks and the classroom lessons.
8. **Their Principal Preparation programs should consist of many of the elements we identified are crucial to teacher prep programs (practical, not just theoretical, job-embedded). Possibly they should do a 1-year internship before assuming the role of principal.**
- I think Howell is one of these districts--where else?
  - Continued PD for principals - staying up to date on current issues, research--is essential to the new definition of principal.
9. **Require principals to be visible in the buildings while students are involved in interactive situations (lunch, after-school activities, school events). Principals need to be more visible than walking the halls when they are empty, peering into classroom windows, or popping their head into a classroom activity. They also need to be in the building and have their "admin" meetings scheduled after school, just like teacher's meetings and teacher committee assignments are.**
- Excellent idea about having principals meetings scheduled after school.
  - As teachers we are asked to keep our time out of the classroom to a minimum. Why can't principals be in the buildings most of the time?
  - Eliminate some of the busy work principals are required to do so they can be with the kids during the kids interaction times.
10. **Policy makers should encourage principals to encourage teachers! Also require school districts to once or twice a year have the teachers evaluate their principals. Reading the comments that teachers provide may wake up principals to what real needs are in their building and district.**
- Teachers should have a way of evaluating or giving input to the principal. I think by giving suggestions of ways to improve the building would be very helpful to principals. If I were a principal, I would welcome suggestions on what we could do to improve the school community.
  - Possibly principals could be given discretionary funds to give mini-grants to individuals and teams of teachers for outstanding work, project, and programs.
11. **Let's look at how the culture of work is changing--moving away from top-down directives to collaboration on projects--can school business be conducted in a collaborative way--with the principal moving into a teamwork mode by their presence and participation in the classroom, in study group,**

**on committees--and teachers also taking on a more team approach by taking the responsibility for leadership in the schools.**

- This could make principal and teachers learners together--problem solvers together--education leaders together.
- The best principals (based on agreed upon standards of performance) should be given more decision-making power and control over instructional and managerial concerns of their building.

**12. Shared decision making should be fostered between the principal and staff. We need to flatten the leadership pyramid.**

- I love this idea.

**13. I would require principals to attend a summer teleconference workshop at their ISDs. At this workshop would be candid professional feedback from respected teachers in the field regarding the best practices principals utilize to support teaching and learning - and teachers as they do their jobs.**

- I agree. See #4
- There should be more opportunities for principals to exchange ideas with each other. Maybe new principals should be required to have a mentor principal just as new teachers do.
- In addition, principals could provide feedback to teachers about what they can do to free principals to spend more time on instructional leadership.
- This type of program could fit into a professional development requirement for principals similar to PD mandates for teachers.

**14. I have a vision where master teachers would become principals of instruction. He/she would be in charge of the instructional core of the school. He/she would be required to team teach with every new teacher in the building for at least a month. He/she would also cheer lead a shared vision about instruction among the staff.**

- What an awesome statement: "principals of instruction." In schools where this happens, what a tremendous benefit to our children.

**15. Assist principals in giving their teachers the freedom to engage in meaningful professional development. Trust them to seek conferences, further their education, and read in (or OUT OF) their content areas.**

- Yes! Abolish meaningless newsprint brain storming on useless staff development.

**16. To make available the mounds of resources the state and other agencies provide to teachers and to encourage principals to get their staff involved.**

**Much of what is out there is never passed on to educators and many resources go unused.**

- Create a Clearinghouse (like ERIC) specifically for Michigan (MERIC).
- This is so true! Couldn't there be a more established way of bringing resources to the place where it counts: with our kids. And then allow the TIME needed to figure out how to use the resources.

**17. Teachers desperately need time for on-going professional development. This can happen ideally within the school setting and could/should include participating in educational research, working together on curriculum development, and shaping reform from within. Policy makers are the ones that can make this a reality by legislating the funds to support such a program, and requiring all locals to build this into their academic week.**

- Principals are restricted by time in their own and their teachers' professional development. Instead of continuing to extend the school year for students, only extend it for teachers, giving them the much needed time for professional development activities that teachers often do on their own time anyway.
- We have collaborative planning days for elementary teachers. Good point: I can have four half-days to work with colleagues if they want to work on the same topic. Bad point: I have to spend three to four hours planning engaging lessons for my guest teacher (substitute teacher) to follow so my classroom environment continues. Sometimes you have to ask yourself if the payoff at the end is worth the effort.

**18. Principals are too often limited by monetary restrictions, determined by their administrators--especially when it comes to hiring. They are often limited to hiring first-year teachers, rather than master teachers that may have a few years experience. When the schools go through major staff changes, there are not enough mentors to go around.**

- Facilitate hiring cross-district, honoring pay steps so that principals can recruit veteran teachers.

**19. Create more social service programs (alternative learning situations) for habitually delinquent children.**

- We need lots of small schools. A lot of discipline problems go away in smaller settings where the small faculty and student body are closely bonded.
- In large schools, you can't get to know all the students. The neighborhood school concept had its merits ... 200-300 students in an elementary school was manageable, and all of the teachers knew the students and their families.

- Outstanding idea--this is one of those really concrete programs that can help all of our children learn...and when principals are also part of this endeavor, the message to the rest of the school is that this is important.
  - Help principals show and express value in programs that service children who are not in AP courses. Often the best teachers, most money for books, etc. go towards these premier programs, because that is what gets valued by policy and public opinion.
20. **Provide necessary resources for principals to implement effective, state-backed discipline programs (no more band-aids), thereby improving the learning environment of the school.**
  21. **Leadership should be determined by ability not just on credits earned.**
    - What about a rotating "principal in residence" opportunity for master teachers? There is, or will be very soon, a shortage of principals. How about a revolving door of the principal work so that more share the experience?
  22. **Eliminate promotional practices based on cronyism. "It shouldn't be who you know but what you know."**
  23. **Hold principals and schools accountable for more than just test scores. Use other data (and promote on the front pages as equally) to determine the success of students. Make this data a prominent part of the Michigan School Report.**
  24. **Less paperwork and more time for principals to be in the school with kids.**



# Session Feedback

## Survey Results

1. On a scale of 1-10, with 1 being of no value and 10 being of great value, how would you rate today's session in providing you an opportunity to share your expertise?

### A) Ballot

Method:

10-Point Scale

Descriptions:

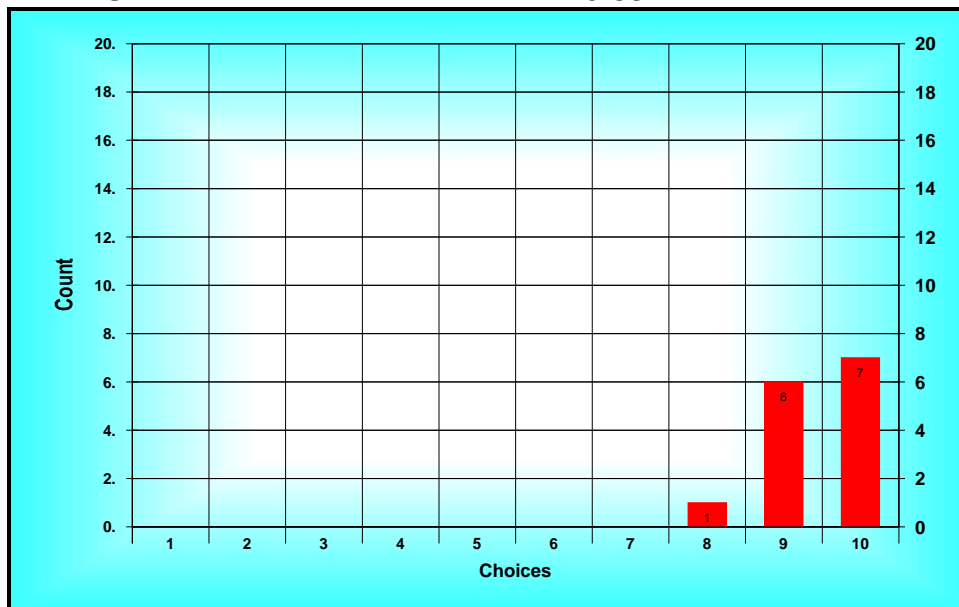
Rate from 1 to 10, with 10 the highest value.

### B) Results Spread

<i>Choices</i>	<i>Count</i>
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	1
9	6
10	7

*Statistics*

<i>Total</i>	132
<i>STD</i>	0.65



Results Chart (1. On a scale of 1-10, with 1 being of no value and...)

## 2. If you rated the session 1-5, please tell us why

### A) Ballot

Method:	Open-Ended
Options:	Maximum Number of Characters: [1000]
Descriptions:	Click in the box to enter text.

### B) Text Responses

<i>Total Number of Respondents (N):</i>	14
<i>Number of responses to this question (n):</i>	0

## 3. If you rated the session 6-10, tell us why

### A) Ballot

Method:	Open-Ended
Options:	Maximum Number of Characters: [1000]
Descriptions:	Click in the box to enter text.

### B) Text Responses

<i>Total Number of Respondents (N):</i>	14
<i>Number of responses to this question (n):</i>	14

1. Knowing that we would be working on laptops, I was nervous about my clumsiness with technology. That nervousness lasted no more than 30 seconds. I felt perfectly free to express myself, both in print and vocally.
2. This was a great way to put many minds together. I only wish we could have had more time.
3. I was a bit worried before today--wondering if we would all end up on a tangent, or fussing about what needs to be fixed, but this format and the questions were perfect for focusing on the important work of today. I was so inspired to hear people's comments--both written and the out-loud discussions. Excellent day of learning and sharing.
4. All ideas were valued because all responses appeared on the screen. We had the opportunity to piggy-back on responses and expand on ideas from others.
5. It provides teachers an honest way to give their feelings and input on issues that effect them on a day-to-day basis.
6. The questions were great in terms of allowing us to share about ourselves. This was a very useful and efficient format!

7. Excellent opportunity to share with fellow educators, voice opinions and concerns, and work together toward making education better.
8. As a teacher, having someone ask for and listen to our ideas and suggestions is something we should be doing more of. THANK YOU SO MUCH for your time and effort.
9. The method of collecting ideas in this format is fabulous. It was helpful to go over the list and add comments after we had time to digest the other ideas. The positive energy of all these dedicated people was inspiring and a motivating experience.
10. It allowed many divergent thinkers, who are experts in their field, share their perspectives. It is input from people in the trenches, who are working hard and truly believe in the moment that something is learned.
11. Great opportunity for dialogue among outstanding educators!
12. Being a soft-spoken person, I was able to comment on anything that I chose to.
13. It's amazing how the "meeting room" technology made EVERYONE an active participant. Everyone was able (and sort of required) to comment on every question, even if it wasn't heard aloud. The structure, however, did permit voices to emerge through discussion. Our moderator was excellent. She moved us along to accomplish our collective goal, but garnished the spirit of our experiences and ideas. The other benefit is the written record of all of our ideas. Unlike traditional meetings and brainstorming sessions, no idea will be lost and ideas are less likely to be misinterpreted. I was delighted to hear from my esteemed colleagues.
14. Being able to respond through this medium is great. Sometimes it is difficult to offer ideas in a group such as this. There are so many great teachers with loads of expertise and a lot to say.

#### **4. How did the use of the collaboratory impact your experience?**

##### **A) Ballot**

Method:

Open-Ended

Options:

Maximum Number of Characters: [1000]

Descriptions:

Click in the box to enter text.

## B) Text Responses

*Total Number of Respondents (N):* 14

*Number of responses to this question (n):* 13

1. Having the privacy of the laptop was very reassuring. But, as the group became more and more comfortable, the laptop was just a fun tool. I think people felt pretty comfortable identifying their ideas.
2. Being able to collaborate with others is so important. It made this experience very enriching.
3. This greatly impacted my experience--I would tend to listen more and speak less in a totally oral setting. In this way, I was able to share my ideas in a free, collaborative way.
4. As a professional, I had the opportunity to interact on over 100 ideas shared by other professionals. My mind is full of continued hope for the future because of all the professionals who tweaked my thoughts.
5. It was a completely new experience and has given me ideas to take back and share and possibly integrate into my school environment.
6. The collaborator gave us all a voice and we got to know one another better. Wow! What a group! We have so many common experiences.
7. This was excellent!!! It provided an opportunity for all of us to input our thoughts without waiting for one person to "take the floor." It provides a very efficient avenue for a running dialogue and opportunity for quick expansion of thoughts. I would love to teach in a classroom setup like this!!!
8. I loved it. A great tool and I appreciated the chance to add comments after I processed the information.
9. This was a wonderful way to collect input.
10. Becki was outstanding, superb job of moderating and staying on the agenda! Thank you, Becki!
11. It was nice to be able to come in the night before to meet with others and get to know them first. It is so nice to learn from everyone else.
12. It was powerful! Again, I appreciated that my opinion was solicited and that this experience actually allowed for my opinion on absolutely every question. I want to use this technology with some of my work.
13. See #3

5. On a scale of 1-10, with 1 being very low and 10 being very high, how would you rate the Kellogg Center accommodations?

#### A) Ballot

Method:

10-Point Scale

Descriptions:

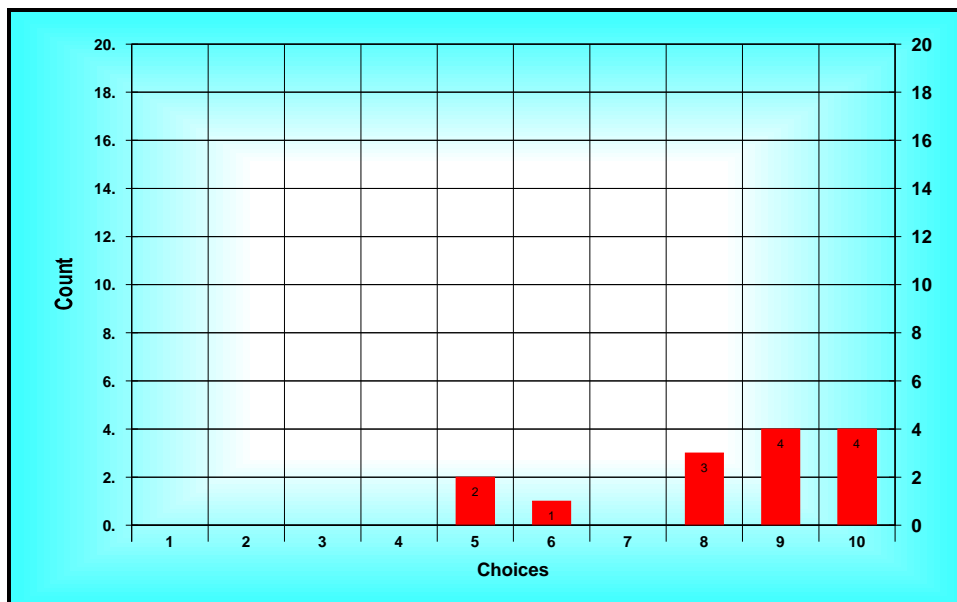
Rate from 1 to 10, with 10 the highest value.

#### B) Results Spread

<i>Choices</i>	<i>Count</i>
1	0
2	0
3	0
4	0
5	2
6	1
7	0
8	3
9	4
10	4

*Statistics*

<i>Total</i>	116
<i>STD</i>	1.77
<i>N</i>	14
<i>n</i>	14



Results Chart (5. On a scale of 1-10, with 1 being very low and 10...)

## 6. Additional comments regarding your experience?

### A) Ballot

Method:	Open-Ended
Options:	Maximum Number of Characters: [1000]
Descriptions:	Click in the box to enter text

### B) Text Responses

<i>Total Number of Respondents (N):</i>	14
<i>Number of responses to this question (n):</i>	12

1. Thank you for planning and hosting this event. Teachers learn from and are inspired by each other, and this day was very instructive and positive for me.
2. Thank you for this wonderful opportunity. I hope I have been helpful. I appreciate so much being able to use my teacher voice to improve the educational system.
3. Thank you for the invitation to join this marvelous group of educators. Excellent planning and use of technology to make the most of today's task. I am very interested in continuing the discussion, and hope that this is only the beginning of such collaboration.
4. Thank you for all your work pulling this together! Our children will be the benefactors.
5. It has really been interesting to share with teachers from all across the state. I have really learned a lot.
6. I feel very fortunate to have been included in this experience. Thank you for the invitation, and the opportunity to get out amongst other professionals and board members!
7. Thank you for the opportunity to participate. I appreciate the State Superintendent's and Board's willingness to ask for input from teachers. I look forward to working together in future events.
  - Jean Shane and staff did a wonderful job in organizing and running this event (once again--thank you).
8. Thank you for asking for our input. It was great working with these outstanding teachers!
9. Thank you for this opportunity and for listening.

10. Thank you for allowing me to be here. I truly appreciate the energy in this room.
11. Thank you for the opportunity to share our thoughts and concerns!
12. Great idea to have these meetings. What about having others where we do not need to miss class. Let's set up another, maybe a summer date?

## **E-Mail Addresses**

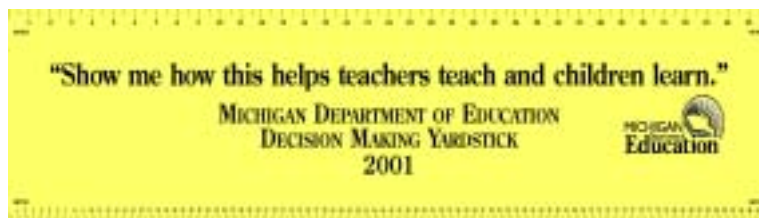
1. Mischa Bashir, Detroit Public Schools - [K12O9F6I@aol.com](mailto:K12O9F6I@aol.com)
2. Brenda Crane, Harper Woods School District – [brenda.crane@mciworldcom.net](mailto:brenda.crane@mciworldcom.net)
3. Judith DeWoskin, Ann Arbor Public Schools - [jmdewosk@umich.edu](mailto:jmdewosk@umich.edu)
4. Tim Fulcher, Hazel Park Schools - [tim.fulcher@hazelpark.k12.mi.us](mailto:tim.fulcher@hazelpark.k12.mi.us)
5. Kathie Grzesiak, Midland Public Schools - [grzesiak@mindnet.org](mailto:grzesiak@mindnet.org)
6. Timothy Hammar, Flat Rock Community Schools - [thammar@hotmail.com](mailto:thammar@hotmail.com)
7. Kendra Hearn, Macomb Intermediate School District - [khearn@misd.net](mailto:khearn@misd.net)
8. Julie Helber, Milan Area Schools - [helber@milan.k12.mi.us](mailto:helber@milan.k12.mi.us)
9. Margaret Holtschlag, Haslett Public Schools - [mholtschlag@home.com](mailto:mholtschlag@home.com)
10. Jim Linsell, Traverse City Area Public Schools - [linsellj@state.mi.us](mailto:linsellj@state.mi.us)
11. Chris Morgan, Imlay City Community Schools - [cmorgan@imlay.imlay.k12.mi.us](mailto:cmorgan@imlay.imlay.k12.mi.us)
12. Richard Mui, Plymouth-Canton Community Schools - [rmui@hotmail.com](mailto:rmui@hotmail.com)
13. Jeffery D. Robinson, Detroit Public Schools - [jrobi62383@aol.com](mailto:jrobi62383@aol.com)
14. Jon Stasiuk, Constantine Schools - [stasiuks@aol.com](mailto:stasiuks@aol.com)
15. Mike Stinnett, Royal Oak Public Schools - [mstinnett@mciworldcom.net](mailto:mstinnett@mciworldcom.net)
16. Sue Szczepanski, Marquette Public Schools - [slski@aol.com](mailto:slski@aol.com)
17. Maggie Tiller, West Iron County Public Schools - [maggiet@up.net](mailto:maggiet@up.net)
18. Jean Shane, Michigan Department of Education - [shanej@state.mi.us](mailto:shanej@state.mi.us)

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